



Concord Elementary

2701 Calrossie Road
Anderson, South Carolina

Grades	K-5 Elementary School	
Enrollment	725 Students	
Principal	Beryl C. Barclay	864-260-5105
Superintendent	Betty T. Bagley	864-260-5000
Board Chair	Dr. William Mack Burriss	864-224-6384

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Excellent	Excellent
2007	Excellent	Good
2006	Excellent	Good
2005	Excellent	Good
2004	Excellent	Good

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

Percent of students tested in 2007-08 whose 2006-07 test scores were located

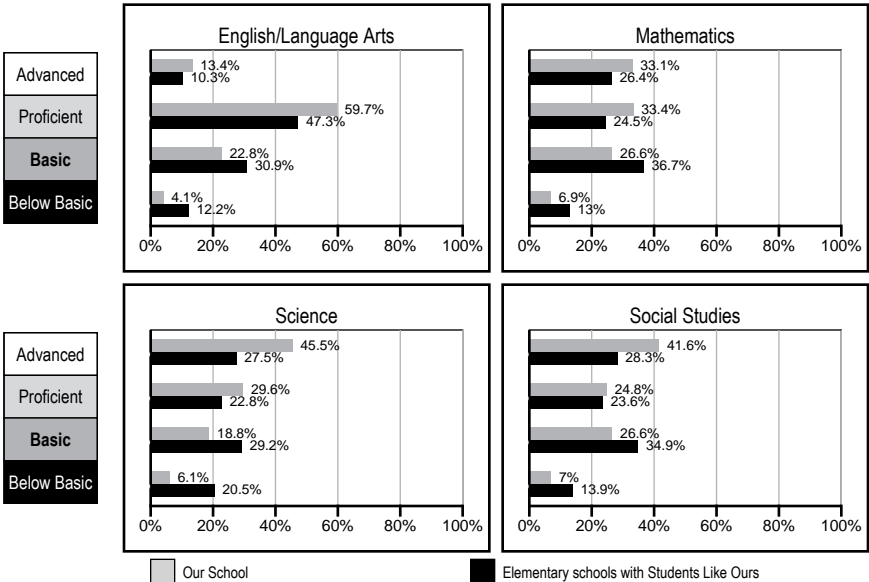
97.6%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
6	23	12	2	0

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=725)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	2.6%	Down from 3.6%	1.5%	2.3%
Attendance rate	96.1%	Down from 96.6%	96.9%	96.3%
Eligible for gifted and talented	25.5%	Up from 25.3%	22.7%	10.4%
With disabilities other than speech	6.2%	Up from 5.1%	6.1%	7.5%
Older than usual for grade	1.3%	No Change	0.2%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=57)				
Teachers with advanced degrees	50.9%	Down from 54.5%	62.5%	56.7%
Continuing contract teachers	80.7%	Up from 80.0%	80.0%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	87.7%	Down from 90.7%	88.2%	86.4%
Teacher attendance rate	93.8%	Down from 93.9%	94.9%	94.9%
Average teacher salary	\$45,455	Up 3.3%	\$47,811	\$45,345
Professional development days/teacher	8.8 days	Down from 16.2 days	11.8 days	12.6 days
School				
Principal's years at school	2.0	Up from 1.0	4.5	4.0
Student-teacher ratio in core subjects	20.2 to 1	Down from 20.3 to 1	20.1 to 1	18.5 to 1
Prime instructional time	87.9%	Down from 89.0%	90.4%	89.8%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	98.8%	Down from 100.0%	100.0%	100.0%
Character development program	Good	No Change	Excellent	Excellent
Dollars spent per pupil*	\$6,369	Down 21.4%	\$6,498	\$7,052
Percent of expenditures for instruction*	70.4%	Up from 62.8%	70.5%	69.1%
Percent of expenditures for teacher salaries*	68.7%	Up from 60.2%	65.1%	64.2%

* Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

Report of Principal and School Improvement Council

In 2007-2008, Concord Elementary School served approximately 728 students in grades kindergarten through five. In addition to the core academic program, a standards-based curriculum, the school offers a full range of related arts, media services, counseling, and family therapy, as well as extracurricular activities such as Math Club, Science Club, Robotics Club, Art Club, Running Club, choral music opportunities, reading incentive programs, computer-assisted instruction, and many service learning opportunities, such as Jump Rope for Heart, United Way, and Relay for Life. A number of reading incentive programs brought new energy to an already excellent language arts program. Students read 38,000 plus books in a program called Dive Into Books.

Concord's greatest strengths lie in excellent student achievement and outstanding community involvement. Test scores are among the highest in the district. An active PTA boasts 47 years of 100% membership, a state record, and over 15,000 volunteer hours in 2007-2008. Among the school's successes are a strong mentoring/tutoring program, a comprehensive school science fair, an annual schoolwide service learning project involving the school's greenhouse, implementation of a schoolwide writing program including a Writers' Guild and publishing center, continuation of character education programs, a wide variety of opportunities for teacher training in best practices, and completion of 39 years of SACS accreditation. Professional development has focused on establishing a community of learning among staff, and topics of primary interest have included Inquiry Based Learning, strategies for raising the bar on student achievement, strengthening the balanced literacy model through guided reading, and International Baccalaureate Primary Years Program.

Concord is known for its tradition of excellence, and in the last several years, the school has been recognized with the following award: Palmetto's Finest Award, State Exemplary Writing Award, and Palmetto Gold (seven consecutive years). Concord has also been recognized as a Flagship School of Promise and a Red Carpet School. Based on the 2007 PACT scores, Concord met AYP in all categories and was recognized for the fourth year by the state Education Oversight Committee for closing the achievement gap.

Concord teachers committed to incorporating best practices in their classrooms have been awarded grants in Music, Art, and Technology over the past four years. Eleven community-based partners provide support and services to the school.

Through the efforts of capable and eager students, an excellent faculty and staff, committed and involved parents, and the support of the community at large, Concord Elementary School is Continuing a Tradition of Excellence.

Beryl C. Barclay, Principal
Bonnie Emanuel, SIC Chairman

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	62	101	64
Percent satisfied with learning environment	96.8%	96.0%	95.2%
Percent satisfied with social and physical environment	96.8%	97.0%	89.1%
Percent satisfied with school-home relations	96.8%	99.0%	88.9%

* Only students at the highest elementary school grade level and their parents were included.

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School Adequate Yearly Progress	NO
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This school met 17 out of 19 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance		
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	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.0%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.1%	94.0%	Yes

* Or greater than last year

Abbreviations for Missing Data

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	341	98.8	3.8	23.1	59.7	13.4	83.1	55	48.2	Yes	Yes
Gender											
Male	191	99	4	27.1	57.6	11.3	82.5	48.5	41.7	N/A	N/A
Female	150	98.7	3.5	18.2	62.2	16.1	83.9	61.8	55	N/A	N/A
Racial/Ethnic Group											
White	253	98.8	2.1	18.2	64.5	15.3	89.3	66.4	60	Yes	Yes
African American	64	98.4	10.7	42.9	41.1	5.4	60.7	36.8	31.7	Yes	Yes
Asian/Pacific Islander	12	100	N/AV	N/AV	N/AV	N/AV	N/AV	71.4	70.4	I/S	I/S
Hispanic	10	I/S	I/S	I/S	I/S	I/S	I/S	42.7	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47	I/S	I/S
Disability Status											
Disabled	40	90	21.2	51.5	27.3	0	39.4	13.3	16	I/S	No
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	16	100	6.7	33.3	46.7	13.3	66.7	43.1	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	102	98	9.8	34.8	51.1	4.3	64.1	39.3	34	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	341	98.8	6.9	26.6	33.4	33.1	80.6	54	45.8	Yes	Yes
Gender											
Male	191	99	5.6	27.1	31.6	35.6	79.1	53.2	45.6	N/A	N/A
Female	150	98.7	8.4	25.9	35.7	30.1	82.5	54.9	45.9	N/A	N/A
Racial/Ethnic Group											
White	253	98.8	4.1	21.1	35.5	39.3	86	66.3	59	Yes	Yes
African American	64	98.4	19.6	46.4	25	8.9	60.7	33.4	26.9	Yes	Yes
Asian/Pacific Islander	12	100	9.1	0	45.5	45.5	90.9	80.5	71.3	I/S	I/S
Hispanic	10	I/S	I/S	I/S	I/S	I/S	I/S	46.9	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
Disability Status											
Disabled	40	90	36.4	33.3	27.3	3	39.4	16.1	17.1	I/S	No
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	16	100	6.7	46.7	26.7	20	60	54.6	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	102	98	16.3	45.7	26.1	12	60.9	37.6	31.4	Yes	Yes

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
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Science

All Students	230	100	7.4	18.5	29.2	44.9	74.1	51.9	35.7	96.1	95.6
Gender											
Male	133	100	4.1	18	30.3	47.5	77.9	53.7	37.4	96	95.5
Female	97	100	11.7	19.1	27.7	41.5	69.1	50.1	33.8	96.2	95.8
Racial/Ethnic Group											
White	163	100	3.8	11.5	28.2	56.4	84.6	65.4	49.2	96.3	95.5
African American	52	100	19.1	34	31.9	14.9	46.8	30.6	17	95.5	95.7
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	I/S	70.4	58	95.9	96.8
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	53.1	24.9	95.3	96
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	N/A	98.5
Disability Status											
Disabled	27	100	45.8	16.7	25	12.5	37.5	15.8	14	94	94.5
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	98.3
English Proficiency											
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	I/S	55.9	24.4	96.4	96.5
Socio-Economic Status											
Subsided meals	75	100	16.4	22.4	38.8	22.4	61.2	35.9	21.1	94.7	94.9

Social Studies

All Students	226	99.6	7.4	26.5	24.7	41.4	66	46.8	34	96.1	95.6
Gender											
Male	134	100	5.5	24.4	23.6	46.5	70.1	48.6	36.6	96	95.5
Female	92	98.9	10.2	29.5	26.1	34.1	60.2	44.8	31.3	96.2	95.8
Racial/Ethnic Group											
White	173	99.4	5.9	23.1	24.3	46.7	71	56.8	44.5	96.3	95.5
African American	35	100	13.8	44.8	31	10.3	41.4	28.7	19.1	95.5	95.7
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	I/S	73.1	58.9	95.9	96.8
Hispanic	9	I/S	I/S	I/S	I/S	I/S	I/S	50	27.5	95.3	96
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	N/A	98.5
Disability Status											
Disabled	25	96	23.8	38.1	14.3	23.8	38.1	15.4	14.4	94	94.5
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	98.3
English Proficiency											
Limited English Proficient	13	100	16.7	33.3	8.3	41.7	50	54.5	27.3	96.4	96.5
Socio-Economic Status											
Subsided meals	66	98.5	14.8	39.3	24.6	21.3	45.9	31.4	21	94.7	94.9

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	121	100	2.7	18.9	64	14.4	78.4
	4	106	99.1	2	29.3	60.6	8.1	68.7
	5	131	100	11.9	38.9	45.2	4	49.2
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	116	100	3.7	10.1	66.1	20.2	86.2
	4	118	100	2.7	28.8	54.1	14.4	68.5
	5	107	96.3	5	31	59	5	64
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics								
2007	3	121	100	8.1	37.8	34.2	19.8	54.1
	4	106	99.1	5.1	27.3	26.3	41.4	67.7
	5	131	100	10.3	50.8	20.6	18.3	38.9
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	116	100	7.3	26.6	28.4	37.6	66.1
	4	118	100	6.3	27.9	35.1	30.6	65.8
	5	107	96.3	7	25	37	31	68
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Science								
2007	3	60	100	12.5	23.2	48.2	16.1	64.3
	4	106	99.1	15.3	20.4	23.5	40.8	64.3
	5	67	100	16.4	23	21.3	39.3	60.7
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	59	100	9.3	24.1	33.3	33.3	66.7
	4	118	100	4.5	16.2	31.5	47.7	79.3
	5	53	100	11.8	17.6	19.6	51	70.6
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies								
2007	3	61	100	3.6	20	40	36.4	76.4
	4	106	99.1	7.1	25.5	26.5	40.8	67.3
	5	67	100	6.5	46.8	22.6	24.2	46.8
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	57	100	3.6	21.8	29.1	45.5	74.5
	4	118	100	6.3	27	23.4	43.2	66.7
	5	51	98	14.3	30.6	22.4	32.7	55.1
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S

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